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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with the following topics: first- and second-language oral reading of Mexican-American children; language development of Chicano and Anglo kindergarten children; teachers' perceptions of black dialect; elements of Mexican-American culture in three Spanish/English bilingual programs in Texas; the development of reading materials for Navajo students; auditory discrimination and echoic production in black speakers of Black English and standard English; guidelines for English as a second language in Navajo/English bilingual education; the relationship between Hebrew and English reading achievement in a bilingual program; the effects of students' dialect and ethnicity on teacher candidates' expectations for students; the effect of bilingual instruction on achievement and self-esteem of Mexican-Americans; reading miscues of Spanish-speaking children; characteristics of Spanish surnamed pupils limited and not limited in English speaking ability; the speech of black adults in Columbia, South Carolina; teacher attitudes and behavior toward black dialect speakers; the effect of the Maine Down East Dialect on reading; the effects of standard and nonstandard English on the communication process; and mass media habits and attitudes of Mexican-American college students. (GW)

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# Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

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ANALYSIS AND COMPARISON OF THE FIRST-LANGUAGE AND SECOND-LANGUAGE ORAL READING BEHAVIOR OF NATIVE SPANISH-SPEAKING MEXICAN AMERICAN CHILDREN

Order No. 7817612

BARRERA, Rosalinda Benavides, Ph.D. The University of Texas at Austin, 1978. 299pp. Supervisor: Professor Frank J. Guszak

This study addressed two areas of reading not widely researched before: native-language reading in Spanish and second-language reading in English, by young learners. Through analysis of oral reading miscues, the study investigated and compared how young native Spanish-speaking Mexican American readers -- already reading bilingually in their schools -- process written materials in their first language, Spanish, and in their second language, English. Additionally, the oral reading behavior (in Spanish and English) of the young Spanish readers was examined for similarities and differences with the oral reading behavior in English of young English-speaking subjects studied in prior miscue analyses.

Selected miscue categories from the Goodman Taxonomy of Oral Reading Miscues were employed to analyze the subjects' Spanish and English oral reading behavior. The intent was to provide both a quantitative and a qualitative assessment of the reading miscues in the two languages.

The subjects were 14 Spanish-speaking Mexican American third-grade pupils from a Texas border community. The children had been taught to read first in Spanish, and had not been provided formal reading instruction in English until the third grade. The research task required each pupil to read one story in Spanish and one in English, at his/her reading instructional level in each language. In correspondence with the reading levels of the pupils selected, the materials employed in the study consisted of a Spanish story at the fourth-grade (basal-designated) reading level and an English story at each of the following basal-designated reading levels: $2^1$, $2^2$, $3^1$, and $3^2$.

Among the conclusions reached in the study were the following: 1) The miscues of native Spanish-speaking Mexican American children reading in Spanish reveal that the young Spanish reader does not merely process word-by-word, or letter-by-letter, but that he also anticipates and predicts his way through written text utilizing his language and experiential background to aid him in reconstructing the author's meaning. 2) Qualitatively, the reading behavior of native Spanish-speaking Mexican American children reading in Spanish does not differ greatly from the oral reading behavior of native English-speaking children of comparable ages and grade levels reading in English. 3) When native Spanish-speaking Mexican American children, who have learned to read first in Spanish, read in English, they produce recurring grammatical alterations in their second-language reading which frequently parallel grammatical changes that occur in their spoken English. To a large extent, these grammatical changes do not prevent them from gaining meaning from the text.

LANGUAGE DEVELOPMENT OF RURAL WYOMING CHICANO AND ANGLO KINDERGARTEN CHILDREN

Order No. 7818932

CONTRERAS, Maximiliano, Ed.D. University of Wyoming, 1978. 105pp.

The purpose of this study was to investigate the level of language development which the rural Wyoming Chicano and Anglo children have upon entering kindergarten. Six school districts in Wyoming were selected for this study. The total subjects selected were n = 104; Anglo, n = 61, Chicano, n = 43. The Test for Auditory Comprehension of Language was used to measure the level of language development.

The procedure of the study involved a review of the literature pertaining to related theories of language acquisition, stages of language development, relationship of language development to learning, language development of Chicano children, and language development of rural children. The administration of the test was done by this investigator in a one-to-one situation. A pre-test was given at the start of the school year and a post-test was given at the end of 20 weeks of instruction.

On the basis of information gathered, the following conclusions were reached:

1. Rural Wyoming Chicano children do better on the language development test than the national norms established for lower socio-economic Chicanos, both on the pre-test and the post-test.
2. Rural Wyoming Anglo children have higher mean scores on the language development test than the national norms established for middle socio-economic Anglos after 20 weeks of instruction.
3. Rural Wyoming Anglo children score higher on the language development test at the beginning of the school year, and again after 20 weeks of instruction, than do the rural Wyoming Chicano children.
4. Rural Wyoming Chicano males score higher on the language development test at the beginning of the school year than Chicana females. After 20 weeks of instruction, Chicana females score higher than do Chicano males.
5. Rural Wyoming Anglo females score higher than do rural Anglo males on the language development test at both the beginning of the school year and after 20 weeks of instruction.
6. Rural Wyoming children with no pre-school experience score higher on the language development test than do rural Wyoming children with pre-school experience at both the beginning of the school year and after 20 weeks of instruction.

Based on information gathered and upon the conclusions reached, the following recommendations were made: 1. It is recommended that this study be replicated and also include the larger population centers of Wyoming. 2. It is recommended that a follow-up study be made at a later time to evaluate changes that might occur. 3. It is recommended that research be undertaken to determine the specific needs of Chicanos in language development. 4. It is recommended that a study be undertaken to determine the type of curriculum instruction that will most effectively influence language development for rural children.

## AN INVESTIGATION OF THIRD AND FOURTH GRADE READING TEACHERS' PERCEPTIONS AS RELATED TO THOSE WHO SPEAK BLACK DIALECT IN THE SCHOOL DISTRICT OF THE CITY OF HIGHLAND PARK, MICHIGAN

Order No. 7816019

ESSELMAN, Birdlene, Ed.D. Wayne State University, 1978. 150pp.

The purposes of the study were (a) to analyze third and fourth grade teachers' perceptions of black dialect; (b) to determine if teachers permitted negative perceptions of black dialect to interfere with the oral reading of a child and thus hinder the child in his pursuit of learning to read; and (c) to make available to the School District of Highland Park and its teachers the findings of this study for the sincere purpose of motivating teachers to assess their own perceptions and educational preparation as related to the instruction of students who speak black dialect as well as other varieties of non-standard English.

The following hypotheses were formulated and tested:

Hypothesis No. 1: There is no significant relationship between the teachers' educational level and their perceptions of black dialect. This hypothesis was rejected.

Hypothesis No. 2: There is no significant relationship between the grade level taught, among teachers of third and fourth grades, and their perceptions of black dialect. This hypothesis was not rejected.

Hypothesis No. 3: There is no significant relationship between the age groups of teachers and their perceptions of black dialect. This hypothesis was not rejected.

Hypothesis No. 4: There is no significant relationship between the teachers' experiential background in years of teaching and their perceptions of black dialect. This hypothesis was not rejected.

Hypothesis No. 5: There is no significant relationship between teachers' residential background of living in a particular dialect region and their perceptions of black dialect. This hypothesis was not rejected.

Hypothesis No. 6: There is no significant relationship between teachers' perceptions of black dialect and teachers' decisions to correct dialect when a student is reading orally. This hypothesis was not rejected.

The study revealed that respondents generally were not able to recognize that the dialect used when speaking was not different from that used when reading.

The teachers in this study were members of the middle socio-economic level. The children they taught were, for the most part, members of a lower-socio-economic level. Since social classes determine language, and speech is determined by the social community of which a person is a member, it is understandable that the respondents in this study readily identified dialect miscues made by the reader.

Teachers as a whole did not reject black dialect, a large percentage, however, were of the opinion that a child should be corrected when reading if a word was pronounced in dialect.

Respondents perceived as positive in their perceptions of black dialect made more corrections on their transcripts than respondents who were negative in their perceptions.

The responses of the sample population on the questionnaire as compared to their responses on the transcripts were not consistent. It was, therefore, concluded that a respondent's perceptions of black dialect, negative or positive, may not be a key factor in correcting the black dialect of a child when he reads orally.

## MEXICAN AMERICAN CULTURE IN BILINGUAL EDUCATION CLASSROOMS GRADES 1 THROUGH 3: A DESCRIPTION OF THREE SPANISH/ENGLISH PROGRAMS IN TEXAS

Order No. 7817642

GONZALES, Paul Franklin, Ph.D. The University of Texas at Austin, 1978. 182pp. Supervisor: George M. Blanco

The purpose of this study was to determine which elements of Mexican American culture, both surface culture and deep culture, are being reinforced or included in three Spanish/English bilingual education programs in Texas.

A review of the literature in the following areas was done to identify definitions and dimensions of culture: anthropology, sociology, and psychology. In addition the literature was also reviewed to focus on the teaching of culture from the perspectives of social science, curriculum, foreign language, and bilingual education.

A questionnaire was designed to determine: which elements of Mexican American surface culture were transmitted or reinforced; the approximate amount of time spent on each activity; which elements of Mexican American deep culture were reinforced; and whether these elements were presented in a planned or impromptu manner.

Three sites varying in geographic location, economic factors, and percentage of Mexican American population were used in the study. On-site visits were made to each of the school districts and the questionnaire was administered by the investigator to the teaching staff of three schools at each site. The results of the questionnaire were tabulated and presented in appropriate tables.

The findings indicate that the surface culture elements being reinforced by the majority of the programs are traditional songs in Spanish, Mexican crafts, and culinary activities. Surface culture elements having little reinforcement are Mexican dances and Chicano music; Mexican American history and Mexican American personalities; and folk tales, proverbs, poetry, and word play in the Spanish language. Deep culture elements were found to be reinforced on an impromptu basis rather than in organized lessons. Deep culture elements being reinforced with organized lessons were: family ties, folk myths, grooming and presence, subsistence, time concept, and values. The elements having less organized discussion were: esthetics, ethics, precedence, and rewards and privileges. Those elements having little or no reinforcement were: ceremony, courtship and marriage, health and medicine, gesture and kinesics, ownership, rights and duties, religion, sex roles, space and proxemics, and tabu.

In summarizing the results of this study, it remains evident that transmitting or reinforcing culture in the bilingual education classroom remains one of the most misinterpreted and inadequately achieved goals of bilingual education instruction.

## THE DEVELOPMENT OF SUPPLEMENTAL READING TEXTS FOR NAVAJO STUDENTS IN ELEMENTARY EDUCATION

Order No. 7808130

HEIMAN, Norma L. Anderson, Ed.D. Utah State University, 1977. 80pp. Major Professor: Dr. Malcom Allred

Purpose and Procedures

The purpose of this study was to develop, publish, and evaluate supplementary reading materials that would be relevant to the Navajo traditional and modern culture for Navajo children in the elementary grades.

The study proposed that Navajo children would be more strongly motivated towards reading Navajo-oriented texts than they are to non-Indian based texts.

Ten culturally-relevant supplementary reading texts for Navajo elementary students were developed using the following procedures: (1) Permission was requested and obtained to gather materials on the Navajo Reservation and to utilize the assistance of Bureau of Indian Affairs personnel and students in this project. (2) Navajo parents were organized to collect and submit stories from the community, and students were enlisted to illustrate the materials to be published as supplementary reading texts for Navajo children. (3) The materials were published in prototype editions, critiqued by administrators, teachers, and parents of Navajo school children. Necessary revisions were accomplished. (4) The materials were published in short paperback editions and evaluated using Navajo school children in the third, fourth and fifth grades in a Bureau of Indian Affairs boarding school on the Navajo Reservation. The books were then distributed to school children in the elementary grades in Bureau of Indian Affairs boarding schools on the Navajo Reservation.

Results of Evaluation

Using a test of the significance of the difference between independent proportions, significant differences at the .05, .01, and .001 levels were shown between reading behaviors elicited by Navajo-based materials and non-Indian materials in motivation towards reading and enjoyment of reading by Navajo students.

The analysis indicated that Navajo children read more and exhibited more enjoyment in their reading when they used material directly related to their Navajo culture than they did using materials not related to their culture.

## DIFFERENCES BETWEEN TWO GROUPS OF FIRST-GRADE BLACK CHILDREN CLASSIFIED AS SPEAKERS OF BLACK ENGLISH OR OF STANDARD ENGLISH IN THEIR PERFORMANCE LEVEL ON TASKS OF AUDITORY DISCRIMINATION AND ECHOIC PRODUCTION

MAKER, Janet Anne, Ph.D. University of Southern California, 1978. Chairman: Professor Michael

Purpose. For a total sample of 77 black first-grade children mostly from lower middle-class families in a suburban community, of whom 39 and 38 had been respectively categorized on the basis of the Social Dialect Features Inventory (SDFI) as speakers of Black English (BE) or Standard English (SE), the twofold major purpose of this investigation was to ascertain differences in the abilities of the two subgroups (a) to make auditory discriminations in sets of dialect-loaded and dialect-free monosyllabic word pairs representing phonetic contrasts in place of articulation, manner of articulation, and voicing and (b) to provide an accurate oral echoic (imitative) production of individually presented monosyllabic words that were taken from an auditory discrimination test.

Methodology. The 77 subjects were tested by five examiners who had been trained by the investigator. Subjects were given the SDFI, the Auditory Discrimination Test, an echoic production test, and the Peabody Picture Vocabulary Test (as an indicator of scholastic aptitude). The auditory discrimination measure and the echoic production test were presented by means of a cassette tape recorder with earphones. A linguist pronounced every item to be either discriminated or produced. To control for order effects, the auditory discrimination and echoic production tests were alternated in their administration.

Subjects were rank-ordered on the basis of their SDFI scores and assigned to either the BE or SE group relative to placement above or below the median score. For error scores on each relevant test measure, a two-tailed $t$ test was performed to determine the significance of the difference between uncorrelated means of the BE and SE samples.

Findings. Major results are summarized as follows: (1) In the auditory discrimination task, no significant differences between mean scores of the two groups of BE and SE speakers appeared on dialect-free items. Significant differences occurred only on subtests of dialect-loaded items involving (a) place of articulations ($t = 2.01$, $p < .05$) and (b) manner of articulation ($t = 2.29$, $p < .05$) – the BE group showing the higher average error score. (2) In the echoic production task, no significant differences in mean error scores existed between the two groups either on the three subtests (reflecting phonetic contrasts of place, manner, or voice) or on the total test.

Conclusions. The following conclusions evolved from the findings: (1) That no significant differences were evident in the mean error scores on measures of auditory discrimination between BE and SE speakers except for subtests of dialect-loaded items lends support to arguments put forth by educational specialists that BE speakers in relation to SE speakers are not deficient in auditory discrimination per se, but rather that BE speakers make relatively more errors on existing auditory discrimination tests because these instruments contain items that are biased against speakers of nonstandard English. (2) Pupils speaking BE can be expected to have great difficulty in phonics-based reading programs unless teachers assist them in discriminating sounds that do not exist in black dialects.

Recommendations. The following recommendations are offered: (1) Systematic research efforts are necessary prior to developing reliable and valid testing instruments for assessment of both dialect radicalism and auditory discrimination. (2) Additional research is needed to determine (a) levels of difficulty of various minimal phonetic contrasts in same-different word pairs for both BE and SE speakers of various minimal phonetic contrasts in same-different word pairs for both BE and SE speakers at different age levels, (b) relationships to sociolinguistic differences in students to teacher attitudes, teacher expectations, and instructional strategies, and (c) examiner-examinee-examination interactions in testing of BE speaking pupils.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

**THE IDENTIFICATION OF THE COMPONENTS REQUISITE FOR THE TEACHING OF ENGLISH TO PRIMARY SCHOOL NAVAJO STUDENTS: GUIDELINES FOR ENGLISH AS A SECOND LANGUAGE IN NAVAJO/ENGLISH BILINGUAL EDUCATION** Order No. 7818027

**MURPHY**, Barbara Jean, Ed.D. University of Massachusetts, 1978. 169pp. Director: Professor Masha K. Rudman

**Bilingual education, emerging as a viable means of meeting the educational needs of Navajo children, is still in the process of formation: there are no precedents for the content of Navajo instruction, and controversy exists over the pedagogical principles involved in teaching English as a second language (ESL) to children. Guidelines for ESL instruction are applied, however, from recent research which strongly supports the notion that learning any language involves using it.**

**Specifically, the research offers evidence that second language learners intuitively construct the grammatical rules of the second language as they conceptualize with it. Moreover, their construction of grammar appears to follow a developmental progression. They work through, as it were, a number of logically consistent, but grammatically unacceptable, rules before they arrive at the accepted ones.**

**Second language learners must, of course, be exposed to the correct patterns of English in order to begin creatively hypothesizing syntactical rules. This factor applies not only to their acquisition of the patterns of language, it also applies to the manner in which they experience those patterns as they are employed in interpreting and responding to their social/linguistic environment.**

**When ESL is thus conceived, guidelines for teaching ESL to Navajo children recognize the necessity of providing for both the cognitive and affective aspects of language learning. If learning a second language involves an unconscious hypothesizing of rules from language information in the environment, then curriculum must be designed so that children have a great deal of guided and meaningful experiences in hearing and using English to explore the world about them.**

**These experiences, concerned with academic tasks, include the language of learning. And, because that language is inseparable from the language of living, ESL curriculum should provide many positive ways of exploring in English, from self-expression and social interaction to the heuristic language of logical investigation.**

**Children learning English in this way progress through developmental stages of syntactical use as they learn. It is necessary that tests on the acquisition of academic skills must allow for this process of their second language development.**

**Instructional materials and teaching strategies, examined through the premises of the guidelines, provide teachers with both content and methodology which correlates with the notion that language learning involves an affective/cognitive, creative construction of syntax and its use.**

**Evaluation of the guidelines in terms of specific instructional goals can be achieved through noting student progress in syntactical development with informal diagnoses and with existing instruments designed for that purpose. Specific cognitive tasks can be measured through such devices as recorded teacher observations of student performance, informal Reading Miscue Inventories, and criterion referenced tests based on delineated instructional objectives.**

**The ESL component of Navajo/English bilingual education is constructed through guidelines based on sound theory and research. It only remains to implement it and evaluate it through comparative and longitudinal studies to measure its worth in teaching English as a second linguistic tool for interpreting experience, a tool for living and learning in a multicultural world.**

**FACTORS AFFECTING READING ACHIEVEMENT IN HEBREW AND IN ENGLISH OF THIRD GRADE DAY SCHOOL STUDENTS** Order No. 7812289

ORLOW, Eva D. K., Ed.D. Temple University, 1977. 141pp.

The Problem

**This study was designed to investigate if there was a predictive relationship between specific factors and reading achievement in Hebrew and in English in a bilingual education program. The subjects were 25 third-grade students (12 boys and 13 girls) selected from a Jewish day school whose reading program is in Hebrew and in English. Pearson correlation coefficients were computed between each pair of variables. In addition, a multiple regression analysis was performed in order to determine the predictive relationship of the independent variables to reading achievement in Hebrew or in English. The factors that were investigated were visual retention, auditory discrimination, attitudes of the students toward themselves and their educational program, and selected background characteristics.**

Method

**There were three testing sessions for each subject. In the first session the investigator administered the entire group of individual tests which included the questionnaire and the measures of visual retention, auditory discrimination, and attitudes. In the second session the investigator administered the group Hebrew achievement test to the entire class. The group English achievement tests were administered by the English teachers to the entire class in a one-day session. The selected sample is considered representative of children in the third grade of most urban and suburban schools of the Solomon Schechter Day School Movement.**

Results

**Through this investigation, it was determined that there was a significant positive correlation between visual retention and reading achievement in Hebrew and reading achievement in English. In addition, while there was a significant positive correlation between auditory discrimination and reading achievement in Hebrew, there was no significant positive correlation between auditory discrimination and reading achievement in English. Furthermore, no significant relationship was found between selected attitudes of the students and reading achievement in Hebrew or in English. With respect to background factors, no significant relationships were found between the fact of Hebrew being spoken at home, whether any languages other than Hebrew and English were spoken at home, or the sex of the subject, and reading achievement in Hebrew or in English. On the other hand, there was a significant positive relationship between years of attendance in a day school and reading achievement in Hebrew and reading achievement in English. Most significantly, the investigation demonstrated a significant positive correlation between reading achievement in Hebrew and reading achievement in English.**

**Using a multiple regression technique, it was determined in this study that four variables were most significant for prediction of reading achievement in Hebrew or reading achievement in English. Of all the relationships evaluated, reading achievement in English and in Hebrew were most highly correlated with and predictive of each other. Years of attendance in a day school, Hebrew spoken at home, and auditory discrimination were positively correlated with and added strength to the prediction of reading achievement in Hebrew. Hebrew spoken at home added strength to the prediction of reading achievement in English.**

Conclusions

Significant positive relationships were found between visual retention and reading achievement in Hebrew and in English and between auditory discrimination and reading achievement in Hebrew. When reading achievement in English was the dependent variable, the variables that had the most predictive value were reading achievement in Hebrew, and Hebrew being spoken at home. When reading achievement in Hebrew was the dependent variable, the variables that had the most predictive value were reading achievement in English, years of attendance in a day school, Hebrew being spoken at home, and auditory discrimination.

EXPECTANCY OF CLASSROOM PERFORMANCE: THE EFFECTS OF STUDENTS' DIALECT, STUDENTS' ETHNICITY AND AN INTRODUCTION TO SOCIOLINGUISTICS ON TEACHER CANDIDATES' PERCEPTIONS Order No. 7817204

PAULSON, Ranene Carol, Ph.D. Texas A&M University, 1978. 98pp. Co-Chairmen: Dr. Jon J. Denton and Dr. Thomas P. Pietras

This investigation was conducted to determine two things. First, do teacher candidates expect different performance from students on the basis of students' language and/or ethnicity; and second, whether an introduction to sociolinguistics has an effect on teacher candidate expectancy of students' social and academic classroom behavior. Teacher candidates predicted the social and academic classroom behavior of six male students viewed on videotape.

The subjects for this investigation were 81 secondary education majors, randomly assigned to experimental (n = 40) or control (n = 41) groups. The experimental group received an introduction to sociolinguistics as the treatment, the control group received no such treatment. Collection of the posttest data involved the experimental and the control group subjects viewing six students on videotape (one Black, one Anglo and one Mexican-American standard English speaking student; one Black, one Anglo and one Mexican-American non-standard English speaking student) and ranking each student on a series of items relating to the candidate's expectancy of each student's social behavior and academic behavior.

Analysis of variance indicated that the treatment (introduction to sociolinguistics) did have a significant effect on teacher candidate expectancy of a student's social ($F = 8.10$, $p = .0046$) and academic ($F = 12.25$, $p = .0005$) behavior. A significant difference was also found for the effects of students' dialect ($F = 7.98$, $p = .0049$ social behavior; $F = 5.58$, $p = .0160$ academic behavior) and students' ethnicity ($F = 4.37$, $p = .0132$ social behavior; $F = 4.19$, $p = .0158$ academic behavior) on teacher candidate expectancy. Further, the results indicate that the interaction of student dialect and student ethnicity have a significant effect on teacher candidate expectancy of social ($F = 66.38$, $p = .0001$) and academic ($F = 56.56$, $p = .0001$) behavior.

These results indicate that an introduction to sociolinguistics, a student's dialect and a student's ethnicity do influence teacher candidate expectancy of a student's social and academic classroom behavior.

THE INFLUENCE OF BILINGUAL INSTRUCTION ON ACADEMIC ACHIEVEMENT AND SELF-ESTEEM OF SELECTED MEXICAN-AMERICAN JUNIOR HIGH SCHOOL STUDENTS Order No. 7811518

POWERS, Stephen, Ph.D. The University of Arizona, 1978. 126pp. Director: Herbert B. Wilson

The reported influence of bilingual education on academic achievement and self-esteem has been inconclusive and inconsistent. Previous research on the influence of bilingual education on academic achievement could be organized into three categories: (1) those studies which show a favorable effect of bilingual education; (2) those studies which show no effect of bilingual education; and (3) those studies which show a detrimental effect of bilingual education.

The present study was designed to determine if there were significant differences in academic achievement and self-esteem between students who had participated in a bilingual education program and a similar group of students who had not participated in any bilingual education program. Selected family background factors related to achievement and self-esteem were also investigated.

The sample for this study consisted of 87 Mexican-American junior high school students: 44 students had participated in a bilingual education program and 43 had not participated in any bilingual education program. The students attended school in an urban school district located on the Mexican-American border.

The following are the dependent variables in this study and the measures used to determine them: (a) general academic achievement was measured with grade point average at the end of the first-semester of the seventh grade; (b) reading comprehension was measured with the Reading Comprehension subtest of the Stanford Achievement Test and the Comprehension subtest of the Gates-MacGinitie Reading Test; (c) mathematical computation ability was measured by the Mathematics Computation subtest of the Stanford Achievement Test and the Arithmetic subtest of the Wide Range Achievement Test; and (d) self-esteem was measured by the Self-Esteem Inventory. Family background factors studied were school entry language, home language, occupational classification of the head of the household, and the educational level of the head of the household.

The results of the data analysis indicated that bilingual program students were not significantly different from non-bilingual program students on any of the six dependent measures. During this study of bilingual education, it was discovered that the bilingual program students and the non-bilingual program students differed on the frequency with which they spoke English and Spanish. This difference appeared to exist prior to the participation in the bilingual education program. Therefore, a conclusion about the influence of bilingual education on academic achievement and self-esteem was not possible.

Socioeconomic status accounted for a significant amount of variance in academic achievement, and it was concluded that socioeconomic status was a significant factor that should be controlled in future studies of bilingual education. School entry language and home language were found to be correlated with reading comprehension in English and grade point average.

## A DESCRIPTIVE STUDY OF READING MISCUES OF SPANISH-SPEAKING ELEMENTARY SCHOOL CHILDREN

Order No. 7810746

RIVERA-VIERA, Diana T., Ed.D. University of Massachusetts, 1978. 209pp. Director: Rudine Sims

In recent years, a number of studies have addressed the question of how children process reading within the framework of a psycholinguistic model. Most of these studies have addressed the oral reading behavior of English-speaking subjects reading in their native language. Kenneth Goodman (1965), who developed this psycholinguistic model, has hypothesized that the most important indicators of reading comprehension are those miscues the subject produces which are syntactically and semantically acceptable.

The major purposes of this study were: (1) to explore the relationship between the percentage of syntactically and/or semantically acceptable miscues made during oral reading and comprehension scores for a group of proficient and non-proficient Spanish-speaking subjects reading seven stories in Spanish which were said to be at different levels of reading difficulty; (2) to analyze the miscues made during oral reading using the RMI questions in order to determine if previous findings of miscue research were also valid for this different linguistic population; and (3) to explore what differences there were, if any, in the use of reading strategies in Spanish.

The study conducted was exploratory. The subjects were eight Spanish-speaking Puerto Rican third grade students enrolled in an inner-city elementary school in San Juan, Puerto Rico.

The instrument used to obtain the measurements desired was the Reading Miscue Inventory (RMI) developed by Yetta Goodman and Carolyn L. Burke (1972).

Results of the study indicate that the percentage of syntactically and/or semantically acceptable miscues produced by a reader had a significant relation to reading comprehension scores.

When comparing the proficient and non-proficient readers it was found that proficient readers rely most on the syntactic and semantic cue systems in reading rather than on grapho/phonic information.

Results of the study appear to support previous miscue research findings regarding the use of cue systems by proficient and non-proficient readers. No important differences were found in terms of the reading process regarding Spanish and the use of the RMI as a research tool for studies with Spanish-speakers seemed valid.

## A COMPARISON OF EDUCATIONAL, SOCIO-ECONOMIC, AND LINGUISTIC CHARACTERISTICS OF SPANISH SURNAMED FIRST GRADE PUPILS IN A BILINGUAL EDUCATION PROGRAM WITH THOSE IN A NON-BILINGUAL PROGRAM

Order No. 7817701

RODRIGUEZ, Carlos González, Ph.D. The University of Texas at Austin, 1978. 178pp. Supervisor: George M. Blanco

This study identifies and describes the educational, socio-economic, and linguistic characteristics in terms of language dominance of two types of Spanish surnamed first grade pupils: those classified as being limited in English speaking ability (LESA) and assigned to a bilingual education program and those identified as non-LESA and enrolled in a traditional, non-bilingual program of instruction. The two sets of characteristics are analyzed and compared for distinctive traits between the two groups of pupils. Specifically, the study focuses on: (1) the linguistic (language dominance), socio-economic, and educational characteristics of a Mexican American child properly placed in a bilingual education program; and (2) on how these characteristics differ from those of a Mexican American pupil for whom bilingual education has been deemed unnecessary.

The subjects were four Spanish surnamed pupils randomly selected from the first grade at Crockett Elementary School in San Marcos, Texas. The pupils, two boys and two girls, were observed in the school, home, and community environment for a period of two years. Descriptive data were also obtained through parental interviews.

The following are the results. (1) The socio-economic characteristics of the four pupils are so similar that they are eliminated as significant factors. (2) The economic statuses of the two sets of pupils reveal mixed characteristics, but common factors, such as low family income, poor job skills, and a language barrier, emerge. (3) The educational performances of the four pupils do not conform to the LESA Non-LESA distinctions, but do indicate a preference for English as the language of formal and informal communication.

As a result of this study, it is concluded that the true characteristics of a LESA child are: (1) the dominant home language is one other than English, (2) the results of a valid and reliable measure of language dominance describe the child as limited in English language ability, (3) his performance in the classroom is deficient when compared with his peers and can be improved with bilingual bicultural instruction, and (4) the social and economic characteristics are of limited value in describing the LESA child.

## SELECTED GRAMMATICAL FEATURES OF THE SPEECH OF BLACKS IN COLUMBIA, S.C.

Order No. 7816527

SANDERS, Willease Story, Ph.D. University of South Carolina, 1978. 106pp.

This study is a description of selected grammatical features of the speech of forty-three Black adults in the Columbia, South Carolina, Standard Metropolitan Statistical Area (SMSA), which includes all of Richland and Lexington Counties. The hypothesis tested is that the speech of Blacks generally contains a majority of the features classified in the literature as nonstandard and that these features are related to such parameters as age, education, social status and, to a limited extent, sex.

Unlike some other studies, this investigation concentrated on careful speech rather than on the Black vernacular, since it is generally this behavior (careful speech) on which sociolinguistic judgements are based. The questions answered are: 1. What are the general grammatical features of Black speech in Columbia? 2. How much uniformity of speech characteristics is there among Blacks in the area? 3. What is the relationship of speech patterns to age, education, social status and sex of the speaker? 4. What is the relationship of speech patterns of Columbia Blacks to the known regional patterns in the area?

In addition to data obtained from taped interviews with the forty-three respondents in the study, there is also included data from Linguistic Atlas list manuscripts, field records, and summaries of Atlas findings.

The conclusions suggest the multiplicity of variables which enter into or affect linguistic choices of an individual. So varied are these that it is quite unlikely that any two speakers would have identical configurations of features. Further some of the features generally thought of as nonstandard are characteristic of speakers of all social and educational strata. Other such features seem to be recessive, as they occurred at very low frequencies or not at all in the speech of the respondents.

The variation between Blacks and whites seems much narrower than variation between individual speakers of the same race.

## TEACHER ATTITUDE AND BLACK DIALECT

Order No. 7813116

SANFORD, Ruby Anna, Ph.D. Purdue University, 1977. 167pp. Major Professor: Pose Lamb

The purpose of this study was to investigate the relationship of teacher attitude and black dialect. The study focused on the following specific questions: 1. Are more phonological deviations recorded for black children than for white children on the taped passages? 2. Are more syntactical deviations recorded for black children than for white children on the taped passages? 3. Are more reading deviations recorded for black children than for white children on the taped passages? 4. Are more phonological or syntactical deviations recorded for the black children on the taped passages? 5. Are more deviations recorded by teachers with a negative attitude toward black dialect as measured by the LAS than a teacher with a positive attitude? 6. Are more deviations recorded as a function of the interaction between teaching grade level (primary or intermediate) and type of deviation (phonological, syntactical, or reading)? 7. Are more deviations recorded for the black reader than for white reader when the passages are read perfectly?

Sixty-one classroom teachers from a midwestern city completed the protocols for statistical analysis. An additional seven teachers completed the attitude scale and descriptive data, for a total of sixty-eight.

For purposes of statistical analysis, subjects were nested within attitude level (high or low) and teaching grade level (primary or intermediate). Race or reader (black or white) and type of deviations (phonological, syntactical, or reading) were within subject variables. The number of deviations recorded was the dependent variable. Five measures were taken on the response data: total deviations, total deviations on perfect readings, phonological deviations, syntactical deviations, and reading deviations.

The Language Attitude Scale by Taylor (1974) was used to determine attitude level of the subjects concerning various aspects of black dialect. The subjects listened to tape recordings of three black children and three white children reading. Subjects were instructed to record all deviations they considered errors.

Teacher attitude level (high or low) and the interaction between teaching grade level (primary or intermediate) and type of deviations (phonological, syntactical, or reading) were found not to be significant variables. The type of reader (black or white) when reading passage perfectly revealed a significant greater number ($p < .05$) of deviations recorded for the black reader. The subjects recorded significantly more phonological deviations ($p < .01$) for the black readers. The subjects recorded significantly more syntactical deviations ($p < .01$) for the white readers. No significant difference was found as a function of reading deviations. Significantly more syntactical deviations ($p < .01$) than phonological deviations were recorded for the black readers.

The attitude scale may not have discriminated effectively between subjects in this study, and thus, not provided an accurate view of attitudes toward black dialect. The type of deviations (phonological, syntactical, and reading) need to be further analyzed to determine which specific features of dialect within each type of deviation (phonological, syntactical, and reading) were recorded most often.

## A PSYCHOLINGUISTIC STUDY OF THE MISCUES AND SELECTED DIALECT FEATURES EXHIBITED IN THE ORAL READINGS AND RETELLINGS OF TWO GROUPS OF DOWN EAST MAINE DIALECT SPEAKERS

Order No. 7816085

SMARR, Judy Lee, Ph.D. Wayne State University, 1978. 250pp. Adviser: Kenneth Goodman

This study investigates whether or not the Maine Down East dialect has any effect upon the reading process, especially upon comprehension and the reconstruction of meaning during that process. The oral reading miscues of two groups of fourth-grade subjects from the coastal region of Maine were analyzed and compared by means of the Goodman Taxonomy of Reading Miscues in order to determine how these readers were processing the printed language of the text and how effective and efficient their reading was, both as individuals and as groups. Additionally, specific features of the subjects' dialect which appeared in their oral readings and in their retellings after reading were analyzed and compared, again on an individual and group basis. The features analyzed included phonological "r-lessness," "intrusive r," and final consonant cluster reduction; grammatical subject-verb disagreement, alternate forms of irregular verbs, deletion of initial unstressed prefixes, and the omission of the -ed [id] suffixes; as well as any lexical features which could be isolated. Comparisons were made between these features and measures of reading proficiency.

This study, like other reading miscue research, concludes that, though there are varying levels of proficiency among individual readers, there is but one reading process common to all. Moreover, the dialect of these subjects, while more frequent during their retellings than during their oral readings, had no effect upon their comprehension or reconstruction of meaning during the reading process. This investigator therefore suggests that teachers accept dialect miscues and not be concerned when a child displays his/her dialect in oral reading. Instead they should focus upon helping children to develop the strategies which they need to become proficient readers.

## THE EFFECTS OF STANDARD AND NONSTANDARD ENGLISH IN MIXED RACIAL POPULATIONS: A STUDY OF PERCEIVED TRUSTWORTHINESS, EXPERTNESS, CONTENT RETENTION AND POSITION AGREEMENT

Order No. 7814647

THOMAS, Joyce Marguerite Pickens, Ph.D. Saint Louis University, 1978. 150pp.

The rationale of the study relates to the belief that styles of speech and language usage are influential in human interactions within a pluralistic society. The documentation of such effects affords the formulation of strategies for enhanced understanding of varied communication styles.

### Statement of the Problem

The study investigated the effects of standard and nonstandard English within the communication process. Several questions were considered. Do listeners assign greater speaker credibility when the speaker uses standard rather than nonstandard English? If a black speaker uses standard or nonstandard English in his presentation, will black and white listeners view speaker credibility relative to racial identification? Does the use of standard or nonstandard English affect the retention of points made by the speaker in his presentation? Do differences occur when listeners agree or disagree with the positions taken by the speaker in his presentation when these positions are heard in standard or nonstandard English?

## Procedure

The study was conducted with a population of male and female undergraduate and graduate students attending two institutions located in an urban setting. A videotaped message delivered by a black male speaker in nonstandard and standard English was viewed by the experimental and control groups respectively. Dimensions of speaker trustworthiness and expertness were measured with a semantic differential scale. Other measured variables were message retention and position agreement.

A randomized group design employing a multifactored Analysis of Variance statistical procedure was used to test the effects of the two dimensions of speaker credibility. The nonparametric Mann Whitney-Wilcoxin test was used to analyze content retention and position agreement data.

## Results

Statistical Analysis of the data yielded the following results:

1. Significant two-way interactions occurred between group and gender in ratings of speaker trustworthiness. Control group subjects perceived greater speaker trustworthiness when the message was heard in standard English.
2. Interaction between gender and educational level was significant as undergraduate subjects in the experimental group had higher mean scores. The less favorable perceptions of speaker trustworthiness prompted the inference that the nonstandard English message was related to these effects.
3. The variables of age and gender interacted significantly with the ratings of black females indicating less trustworthiness when hearing the nonstandard message.
4. Ratings of experimental and control group blacks reflected positive perceptions of speaker expertness in the significance of the ethnic group variable.
5. No significant differences occurred in the analysis of message retention and position agreement data.

## Conclusions

The perceptions of male and female listeners in a communication process may differ in regard to trustworthiness of a black male speaker's credibility when a nonstandard English is heard. Speaker trustworthiness is likely to be perceived differently in a mixed racial group with lower regard by black women when a nonstandard English message is delivered by a black male speaker. The age of whites may contribute to the impact on listeners of a black male speaker of greater trustworthiness when messages are heard in standard English. Views on speaker expertness differ relative to ethnic group membership when messages are heard in nonstandard English.

A SOCIAL CATEGORIES PERSPECTIVE ON MASS MEDIA HABITS AND ATTITUDES OF MEXICAN AMERICAN COLLEGE STUDENTS Order No. 7817738

ZAFFIRINI, Judith Lee, Ph.D. The University of Texas at Austin, 1978. 257pp. Supervisor: Ernest A. Sharpe

The purpose of this research was to focus on the habits and attitudes of Mexican American college students toward English, Spanish, and bilingual mass media, whether from the United States or Mexico. More specifically, the purpose was to determine whether the mass media habits and attitudes of these students could be predicted by their membership in social categories such as age, income, education, language, and ethnic self-referent.

A bilingual questionnaire was administered to Mexican American students in English classes selected at random from the Fall, 1977, class schedules at Laredo Junior College (Texas) and at Texas Southmost College in Brownsville. In a pilot probe conducted immediately after the core project, the English version of the questionnaire was mailed to 37 former students.

The social categories perspective on the mass communication process proved useful in analyzing the mass media habits and attitudes of Mexican American college students. Traditional delineators such as age, income, and education, however, proved less fruitful than the less traditional delineators of language and of preferred ethnic self-referent. Indications were that the subject population may have been homogeneous in terms of age, income, and education, but heterogeneous in terms of language and of preferred ethnic self-referent.

Results supported the hypothesis that Mexican American college students who are high users of print media tend to be high users of electronic media. Results were contrary to expectations, however, that increases in age, income, and education will correspond with increases in use of mass media in general and in use of print media in particular. Moreover, results offered partial support for the hypotheses that increases in education and in age will correspond with increased use of mass media for serious purposes. Related results were contrary to the expectation that an increase in income will correspond with increased use of media for serious purposes.

Results supported the hypotheses that Mexican American college students consider television not only their primary news source, but also their most believable news medium, in each of three languages, English, Spanish, and bilingual. Moreover, results partially supported the hypotheses that bilingual and monolingual Mexican American students would differ significantly in their preference for English, Spanish, and bilingual media. The two groups differed significantly only in their preference for Spanish newspapers, for Spanish radio, and for bilingual newspapers, magazines, radio, and television.

Of the three hypotheses focusing on preferred ethnic self-referent and attitudes toward the media, results partially supported two and generally supported the third. Generally, Mexican American college students who preferred nontraditional ethnic self-referents differed significantly from Mexican American college students who preferred traditional ethnic self-referent in their preference for Spanish print and electronic media and in their preference for bilingual newspapers and television, but not in their preference for English print or electronic media or for bilingual magazines or radio.

The two groups of students also differed significantly in their satisfaction with portrayals of Mexican Americans by newspapers and by radio, but not by magazines, by television, or by mass media in general. Finally, traditionals and nontraditionals differed significantly in their satisfaction with portrayals of Mexican Nationals by newspapers, by magazines, by radio, by television, and by mass media in general.

Interestingly, while current students were highly neutral about media portrayals of Mexican Americans and of Mexican Nationals, former students were highly dissatisfied. Generally, the highest dissatisfaction was with television.

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